

2022 Annual Report to the School Community

School Name: Knox Central Primary School (5429)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 20 March 2023 at 05:12 PM by Lisa Burt (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 March 2023 at 04:07 PM by Liz Hoath (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Knox Central Primary School (KCPS) is located on Darwin Road, Boronia, approximately 26 kms east of the Melbourne CBD. Being located on Bayswater the school is in a competitive market with a large number of primary schools in the area. The school is committed to student wellbeing and learning that utilises each student's strengths to drive improvement. We are determined to develop authentic relationships with every student to identify their educational needs and in turn, creates an environment where students love to come to school and love to learn.

In 2022, at census, the school had an enrolment base of 88 students and a medium level of socio-economic disadvantage. The students and their families with 33% of students coming from a language background other than English and 15 Equity funded students. Our 2022 staffing profile consisted of 16 staff. This was composed of one principal class member, five full-time classroom teachers, and specialist teachers in Visual Arts, Science and PE. In addition to the teaching class members, five Education Support Staff (Integration Aides) provided support for those students who require additional support funded under the Program for Student with Disabilities Program. The teaching and learning team were supported by a Business Manager who v

Knox Central Primary School, in partnership with families, aims to develop all students to become life long learners and meet the challenges of the 21st century. "Learning @ heart" drives our school values of "respect, responsibility and resilience". We promote social responsibility, resilience, perseverance and leadership for an ever-changing world and to be responsible global citizens. The 'three R's' simply aren't enough. Developing students' abilities to think critically, to manage and reflect on their learning, to work both cooperatively and independently and to have sensitivity and awareness about when to apply their skills transferable to all aspects of life.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the school's focus was implementing an agreed instructional model for both reading and numeracy. Through the Professional Learning Program, the collection of assessment data and the teacher's data literacy and refined some of our assessment practices - which may account for a decrease in results. In reading, we had 71% of our students achieving at or above the age expected level compared to 83% in 2021. In writing, in 2022, we had 62% of our students at or above the age expected level compared to 69% in 2021. As a response to these declining results the school heavily invested in a phonics based program (Little Learners) in Year 0 and Year 1. We also utilised Tier 2 Disability Inclusion funds to engage a Speech Therapist to work with teachers one day per week and to use the Reading Recovery Program from F-3 three days per week. Pleasingly our teacher judgements in Mathematics showed the number of students at KCPS performing at or above the same as similar schools.

The percentage of students in the top 3 bands in the 2022 NAPLAN tests, in particular the year 3 results, are much lower than our 4 year average.

	Reading 2022	Reading 4 year average	Numeracy 2022
Year 3 (11 students)	18%	43%	27%
Year 5 (11 students)	50%	58%	42%

Small cohorts can effect these numbers but, as a direct result of these scores, in 2023 we have focussed the Tutor Learning Initiative solely in reading and numeracy support from our tutor 3 days per week.

Wellbeing

We are particularly proud of the way we take care of the wellbeing of the students, staff and school community. The implementation of the School Wellbeing Program helped to strengthen the consistency of practice between all staff members and staff practice around managing behaviours of concern. In the 2022 survey, 78% of students from years 4-6 reported a positive endorsement percentage higher than similar schools and the state average in the areas of effective teaching and learning challenge. We had similar positive endorsement (to similar school and state) responses in the areas of not experiencing bullying, high expectations and sense of inclusion. Some areas for the school to continue to work on (where the positive endorsement from students has decreased in 2022) are student wellbeing endorsement in 2021, 63% in 2022) and teacher concern (91% positive endorsement in 2021, 67% in 2022).

All staff completed an Inclusive Classrooms Professional Learning - Supporting Students with Autism in 2022. This learning has led to some positive changes, especially in regards to consistency of practice.

Staff wellbeing continues to be a consideration. In 2022 the school engaged and worked with Nikki Bonus. These sessions have focussed on how to support staff wellbeing and the importance of taking care of ourselves before we can take care of the students and each other. These sessions have been ongoing in 2023.

The Staff survey indicates a decrease in positive endorsement for teacher collaboration (78% in 2021 and 52% in 2022) and staff trust in colleagues. These will be areas for focus in 2023 through the PLC initiative.

Engagement

In 2022, 28% of our students missed more than 30 days of school. The school will work with Schools Youth Focus in 2023 to help address this. Some strategies to encourage students to attend school every day! From the Attitudes to School Survey 9% of our year 4-6 students did not have a positive attitude towards school. We have continued work with the School Wide Positive Behaviours program sees students recognised for their positive behaviour and the expected behaviours. The Parent Opinion Survey indicated positive endorsement percentage results similar to or above the state average and similar school in all categories. We have focused on community engagement, student cognitive engagement and student development.

Other highlights from the school year

At KCPS we believe it is important to provide the students with experiences that they may not otherwise get. In 2022, we had a whole school excursion except Prep went to the Melbourne Museum. Where families were unable to pay for these excursions we were able to rely on a donation from our community so all students could attend these 2 excursions. Both of these events were highly valued by all students, staff and school families. Other significant activities in 2022 were the 3 day camp to Campaspe Downs, whole school Visual Arts Show and a number of representatives at the Country Championships.

Financial performance

We ended 2022 with a \$152,411 surplus in the SRP - this was predominantly due to replacing an experienced teacher with a graduate teacher. This resulted in lower salary numbers.

In 2022, School Council continued to lease 3 of our empty classrooms to AtEAST. They are a consortium of ES staff from 7 High School's in the AtEAST schools program. The agreement is for 3 years and will generate \$15000pa for the school. The school also received a Shade Sail grant of \$24,000 for 100 shade sails.

Equity finding of approximately \$45,000 was used to partly fund the addition of a 5th classroom - which kept all class sizes to less than 20. The school also received funding in Tier 2 Disability Inclusion funding - we used this to employ a Speech Therapist to attend school one day per week and to employ an ES staff member for the ES Program for F-3. The school also invested heavily (\$12,000) in a Phonics program - Little Learners Love Literacy.

Through the efforts of Knox Central Primary School's Parents and Friends Association and the Junior School Council the school raised \$10000. The school will decide what this money will be spent on in 2023.

For more detailed information regarding our school please visit our website at <https://www.knoxcentral.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 91 students were enrolled at this school in 2022, 39 female and 52 male.

33 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

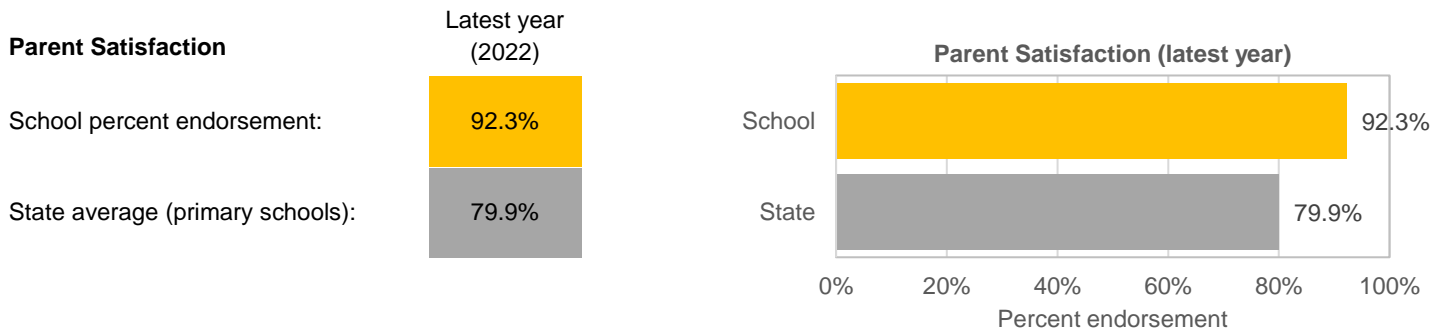
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

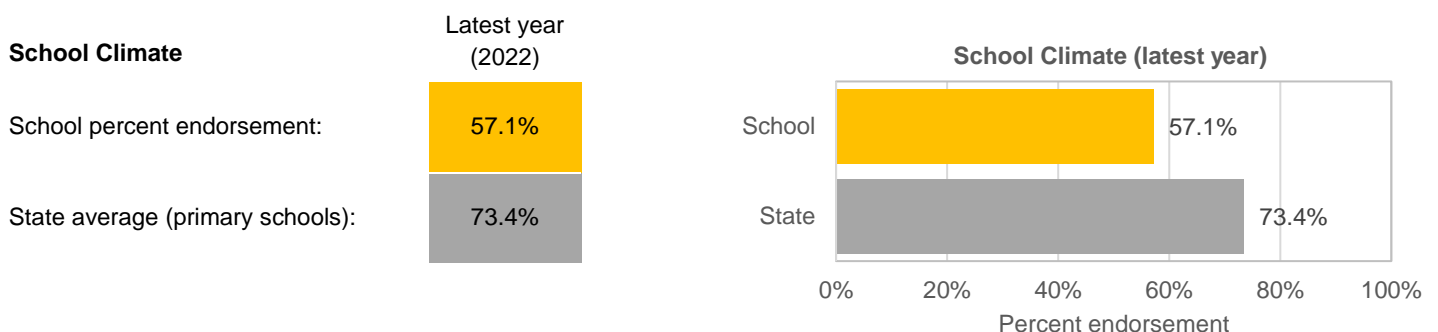


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

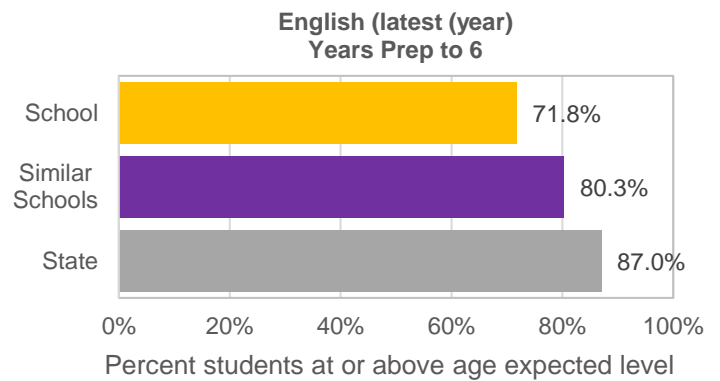
71.8%

Similar Schools average:

80.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

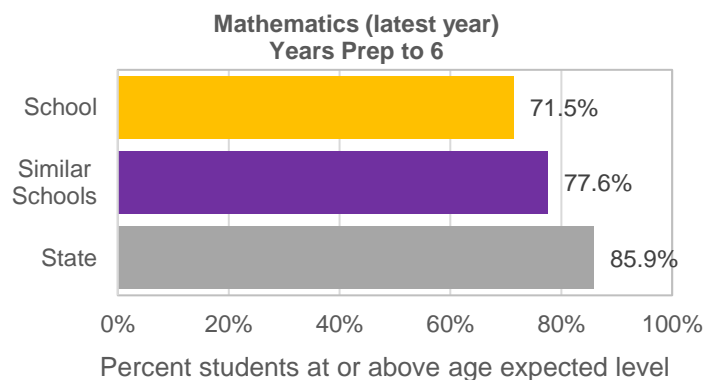
71.5%

Similar Schools average:

77.6%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

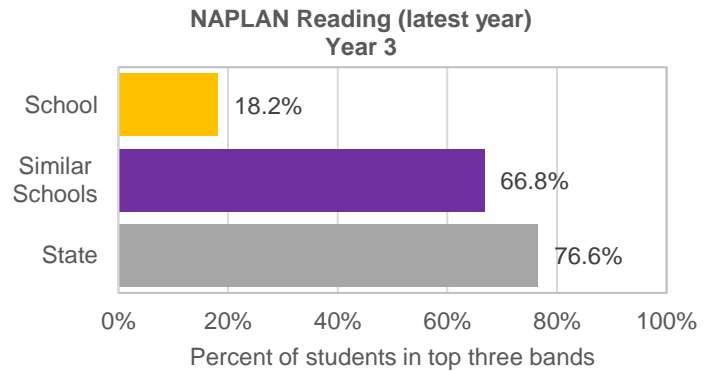
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

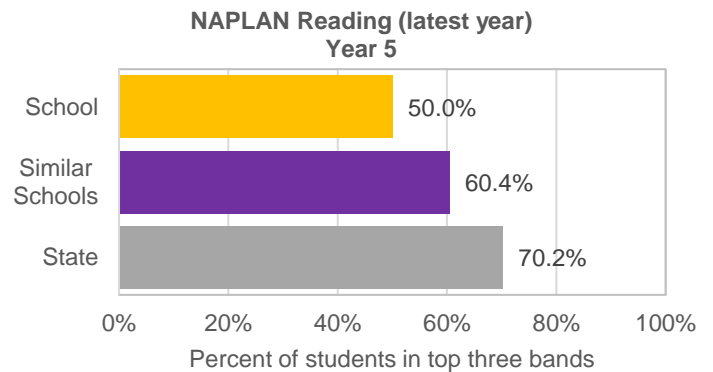
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	18.2%	43.2%
Similar Schools average:	66.8%	67.1%
State average:	76.6%	76.6%



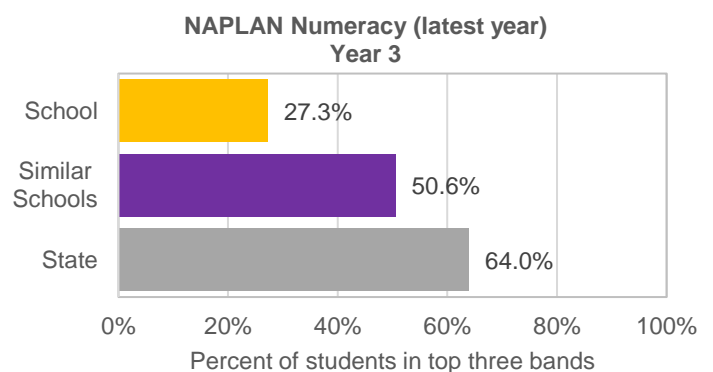
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	58.1%
Similar Schools average:	60.4%	59.6%
State average:	70.2%	69.5%



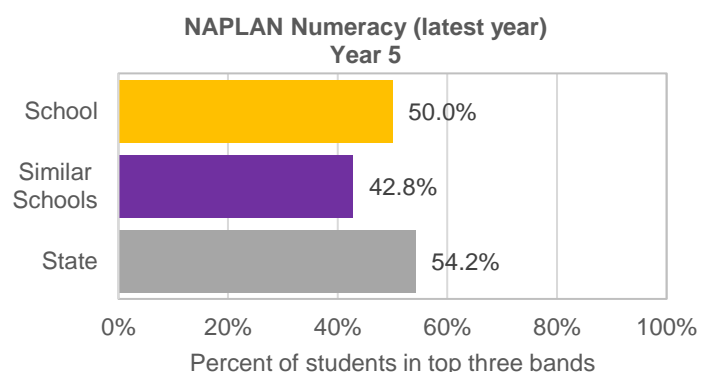
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	27.3%	50.0%
Similar Schools average:	50.6%	53.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	56.1%
Similar Schools average:	42.8%	47.1%
State average:	54.2%	58.8%



WELLBEING

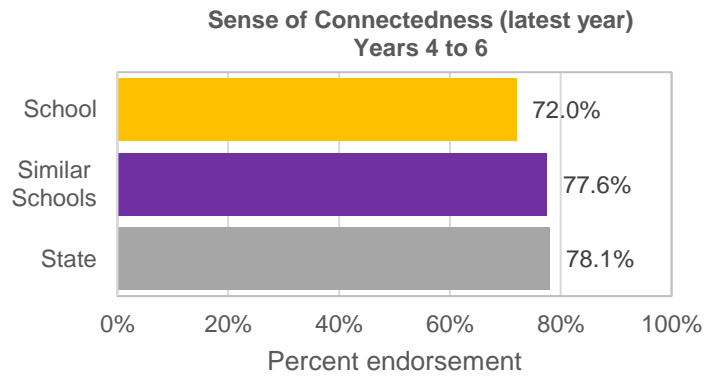
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.0%	85.4%
Similar Schools average:	77.6%	79.7%
State average:	78.1%	79.5%

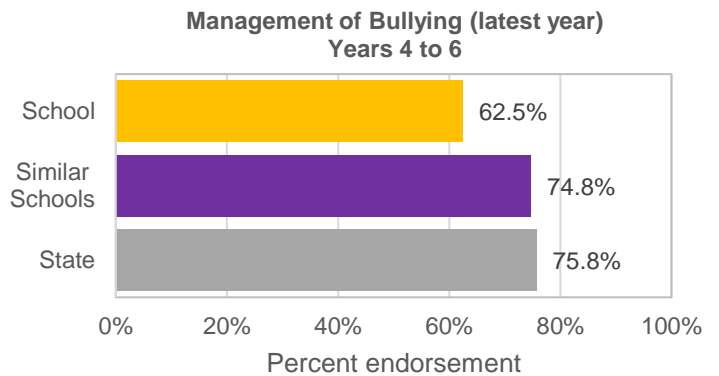


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	62.5%	79.4%
Similar Schools average:	74.8%	78.0%
State average:	75.8%	78.3%



ENGAGEMENT

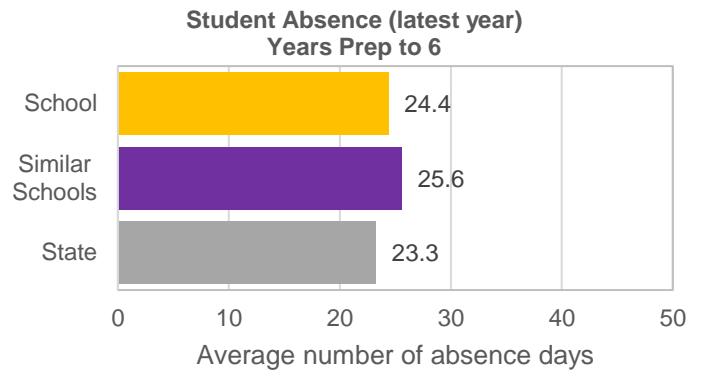
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	24.4	19.0
Similar Schools average:	25.6	19.9
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	87%	89%	82%	86%	89%	90%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,237,745
Government Provided DET Grants	\$165,771
Government Grants Commonwealth	\$2,128
Government Grants State	\$0
Revenue Other	\$8,297
Locally Raised Funds	\$94,612
Capital Grants	\$31,935
Total Operating Revenue	\$1,540,488

Equity ¹	Actual
Equity (Social Disadvantage)	\$46,185
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$46,185

Expenditure	Actual
Student Resource Package ²	\$1,085,334
Adjustments	\$0
Books & Publications	\$10,971
Camps/Excursions/Activities	\$33,339
Communication Costs	(\$85)
Consumables	\$29,311
Miscellaneous Expense ³	\$11,971
Professional Development	\$6,964
Equipment/Maintenance/Hire	\$45,083
Property Services	\$39,526
Salaries & Allowances ⁴	\$23,960
Support Services	\$7,238
Trading & Fundraising	\$9,881
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,167
Total Operating Expenditure	\$1,326,662
Net Operating Surplus/-Deficit	\$181,891
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$163,573
Official Account	\$28,377
Other Accounts	\$4,369
Total Funds Available	\$196,319

Financial Commitments	Actual
Operating Reserve	\$34,182
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$5,715
School Based Programs	\$76,570
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$29,586
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$1,066
Capital - Buildings/Grounds < 12 months	\$19,200
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$196,319

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.